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ABSTRACT

This teacher's guide accompanies the Public Broadcasting System (PBS) two-part videotape documentary that uses portraits and paintings, original architectural drawings and excerpts from Thomas Jefferson's journals, letters, scientific papers, and political writings to tell the story of this remarkable yet contradictory man. The guide introduces the documentary's major themes through 5 lessons which focus on the events, people, and philosophies that shaped Jefferson's life. Because portraits are used throughout the documentary to portray Jefferson at various stages in his life, this guide includes an introductory lesson on how to view and interpret portraits. Each subsequent lesson gives an activity that asks students to consider how they might, through the use of portraits, portray Jefferson at various stages of his life. The lessons are: (1) "Images of Jefferson"; (2) "Liberty: Our Sacred Honor"; (3) "The Head and the Heart"; (4) "Age of Experiments"; and (5) "The Pursuit of Happiness." Each lesson includes background information, discussion questions, activities for individual, small group, or whole class involvement, and a bibliography. The accompanying video segment index indicates the volume, hour, minute and second that material about a key event, theme, place, or person featured in the video will occur. There are an alphabetical index and a subject index focusing on events, issues, organizations and groups, people, and places. (MM)

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A TEACHER'S GUIDE TO

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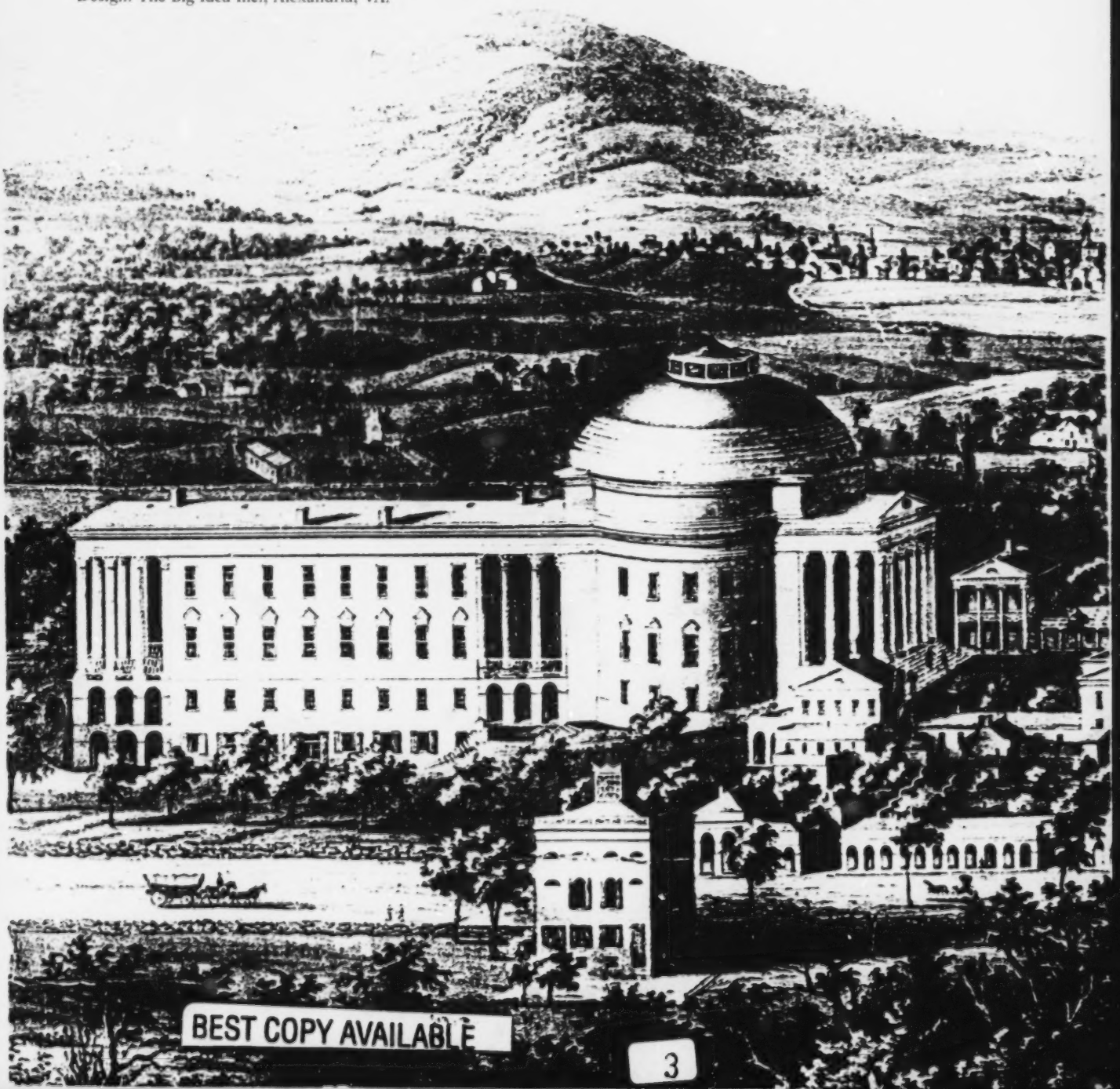

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Overview

Acclaimed actor Sam Waterston provides the voice of Thomas Jefferson in Ken Burns' two-part documentary that tells the story of this remarkable yet contradictory man.

Detailed portraits and paintings, original architectural drawings and excerpts from Jefferson's journals, letters, scientific papers, and political writings reveal the breathtaking range of his achievements and the challenging paradoxes in his character. Using evocative cinematography, the film, in four sections, takes viewers to many of the central places of Jefferson's life—Tuckahoe, Williamsburg, Philadelphia, Paris, Washington and his beloved Monticello in central Virginia—to outline the history of this founding father, political figure, musician, architect, scientist, mathematician, inventor, philosopher and family man.

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PBS VIDEO

How To Use This Teacher's Guide

This teacher's guide was developed to accompany Ken Burns' three hour documentary, *Thomas Jefferson*. In this two-part series, Burns examines the public and private life of Jefferson, chronicles his major accomplishments, and explores the controversial and often conflicting choices made by our nation's third President.

This guide introduces the major themes of the documentary through five lessons which focus on the events, people, and philosophies that shaped Jefferson's life. Four of these lessons correspond directly to "chapters" within each individual episode. These chapters can be located by using the PBSVideo*index*® numbers provided at the beginning of the lesson plan. (See section on PBSVideo*index*® below for more details.)

The questions and activities found throughout the guide will help students think critically about the complex and often contradictory facets of Jefferson's life and will help students answer the question: Who was Thomas Jefferson?

Because portraits are used throughout the documentary to portray Jefferson at various stages in his life, this guide includes an introductory lesson on how to view and interpret portraits. Each subsequent lesson includes an activity which asks students to consider how they might, through the use of portraits, portray Jefferson at various stages in his life. In addition to the portrait activities, each lesson includes:

- **Background Information** which provides an overview of key concepts and events covered in each lesson. Each lesson relates directly to a specific segment in the documentary.

- **Discussion Questions** to encourage classroom participation and to help students reflect on the ideas and themes raised in this documentary.

- **Activities** designed for individual, small group, or whole class.

- **A Bibliography** of further reading and research.

PBSVideo*index*® for Thomas Jefferson

This guide has been designed to be used in conjunction with the PBSVideo*index*® for *Thomas Jefferson* which enables you to locate specific segments, themes, events or people in the series. To help you find these segments, PBS has prepared a special set of indexed tapes for educators. These tapes have been enhanced with a time code reference that is visible on your television screen. The time code on your screen appears as a series of numbers (e.g. 1:00:53) and refers to the hour, minute, and second at which a reference will appear. For instance, the reference given above will appear one hour and 53 seconds into a particular episode. To find the reference, you need only to fast forward the correct episode until the number 1:00:53 appears on your screen.

The "PBSVideo*index*®" contained in this educational packet will include an additional number, followed by a backslash (/). This first number refers to the episode in which the reference can be found. For example, in the index you will find a reference to the founding of the University of Virginia. That number will appear in the "PBSVideo*index*®" printed as 2/1:00:53. This indicates that the University's founding is in the second episode, at time code number 1:00:53. To locate the reference on the tape, place episode two in the VCR and fast forward until you see the numbers 1:00:53 appear on your screen. At that point in the tape, you may view a segment on the founding of the University of Virginia.

The "PBSVideo*index*®" can also be a powerful resource to create your own thematic lessons. Explore the **Subject Index** to find the entries for issues, events, people, or places about which you would like to teach. Identify the program segments which refer to those topics, locate them on the videotapes, and use them to create a lesson that fits tightly into your curriculum.

Specific index numbers that correspond to each lesson plan can be found at the top of each lesson. In addition, index numbers may appear within discussion questions or activities to enable you to cue the program to a specific segment to trigger discussion or review an historical comment.

Jefferson Web Site

For further information about *Thomas Jefferson*, visit the PBS Web site at http://pbs.org/jefferson.

PBS VIDEO

Lesson 1 — *Images of Jefferson: How To Look at Portraits*

Goal

Using the portraits found throughout the film, students will develop skills for looking at and analyzing portraits.

Background

Throughout the documentary *Thomas Jefferson*, portraits are used to depict Jefferson at different stages in his life and career. Students can use these portraits as a way to become acquainted with Jefferson and his contemporaries. In this lesson, students will be asked to analyze the way Jefferson was posed in various paintings, what he chose to wear, and the environment in which he was painted. Students will learn about analyzing portraits by first observing current photographs of our President and by considering the messages these photographs convey. They will then consider how photographs differ from portraits and what messages and information are conveyed by each medium. Students will then analyze and discuss the portraits found in *Jefferson* to gain a better understand of what messages Jefferson wanted to convey in each of his portraits.

Discussion Questions

1. Bring to class three recent newspaper photographs of the President. How does the picture portray the leader? For what purpose was the photograph taken? Is the photograph taken in a formal or informal setting? Is the President posed? Does the photograph portray the President as a formal, serious person, or as a casual, "every day" person? What do you think the photographer would want us to notice about the photograph?

2. Bring to class a replication of a portrait of a recent President. How does the portrait differ from the photographs discussed above? Do portraits serve different purposes than photographs? Which medium do students think is a better medium for preserving images of our leaders? If photography was not yet invented, what types of portraits would students want painted of our current President? Would they be formal or informal? Would they portray the President at work or in a more relaxed setting? If only three portraits of our current President were to be preserved, what messages about the President would students want those portraits to convey?

3. Forward the film to the portrait of Jefferson found in the opening segment. (Time Code 4:17) Can you tell if the purpose of the portrait is personal, public, or commemorative? Look carefully at how Jefferson is posed, his facial expression and

how he is placed in relation to the viewer. What has the artist done to convey that he is a person of some significance? By analyzing the costume, setting, pose, and other details, what might you say about Jefferson's social standing or profession? Does his clothing look formal as befits a gentleman or is it more casual and rough such as clothing a farmer might wear? How would changing these details alter the impression or message a portrait can convey?

4. Forward the first program to 40:19 to find a portrait of Jefferson considering the Declaration of Independence. How is he posed? Why might Jefferson be standing instead of seated? Does standing imply a more contemplative state? What is Jefferson wearing? Is his garb formal, or informal as if he were working? If you had to paint a portrait of Jefferson during this time, how would you want the young writer to appear and why?

5. How might Jefferson have been photographed (as opposed to painted) during the writing of the Declaration? Do photographs help us feel that we know our public figures better because they feel "real?" Do portraits or works of art distance us from leaders? Can a portrait reveal as much about a personality as a photograph? How do you imagine it would feel if portraits provided the only way for you to see how the leader of your country looked?

Thomas Jefferson (authorship uncertain)

Activity

Ask students to take note of the various portraits of Jefferson used throughout the film. They can even keep a list of the Time Codes at which various portraits appear. Does the way Jefferson is portrayed differ throughout the film? Which portraits are most formal? Which are most informal? If students had to pick one portrait they think most embodies the spirit of Jefferson, which portrait would they choose and why?

PBS VIDEO

Lesson Two *Liberty: Our Sacred Honor*

Program 1, 27:32 - 1:09:47

Segment Background

This segment begins in Philadelphia on June 22, 1775, when Jefferson was one of the youngest members of the Continental Congress. Over a period of two years, Jefferson, served on 34 committees and established himself as an extraordinary writer, a decisive committee member, and a man of few words. In 1776 Jefferson was asked by John Adams to write a "declaration of independence," a task he performed in a solitary room. In 1779 Jefferson returned to Virginia as war governor, a role for which he was ill-suited. His beloved wife would die, leaving Jefferson a lonely and greatly saddened man. The man, however, who declared that "all men are created" equal did not see fit to free his own slaves , though many of his neighbors did.

Goals

- **Students will read the Declaration of Independence and will consider its significance at the time it was written, as well as its role in our current society.**

- **Students will explore some of the reasons that Jefferson may have had for remaining a slave owner and will consider how this decision has influenced our perception of him.**

Discussion Questions

1. What prompted the writing of the Declaration of Independence? Ask students to review the Declaration. Do students think Jefferson was writing to leaders in Britain, to the American people, or to both groups? Which sections of the Declaration may have been directed at British rule? Which sections were direct at the American people?

2. How would students characterize Jefferson's relationship with John Adams in the years leading up to the American revolution? Did the two men have a similar vision for the country? What reasons did Adams give for insisting the Jefferson write the Declaration of Independence?

3. What does historian Joseph Ellis mean when he says the words of the Declaration of Independence are "the closest things to the magic words of American History. Those are the words that all Americans at some very, very important level believe in." (Program 1, 39:21) Do you agree with Ellis? Is the Declaration of Independence still meaningful? What does life, liberty and the pursuit of happiness mean to you? Why do you think this document continues to be such a powerful part of American history? Can you think of any examples from daily life where this document has had any meaning for you?

4. Jefferson wrote that "all men were created equal", yet he also wrote that "blacks are inferior to the whites in the endowments both of mind and body." He remained a slave-owner while advocating the importance of freedom and independence. Do you think that Jefferson's words are less important because of his actions? Review the film's historians' comments on the issue of slavery. (Program 1, 1:06:19) How might Jefferson defend his words and actions? How and why might historians or other Americans defend him? How do you think history has affected the way we look at Jefferson's actions?

5. What was Thomas Jefferson's role in the separation of church and state? How has the separation of church and state shaped the way our country is governed? What evidence can students find of the separation in their daily lives? Discuss ways our government and daily lives may have been different if Jefferson had not established religious freedom in Virginia.

Isaac Jefferson, former slave of Thomas Jefferson, 1845
University of Virginia Library

Activities

1. The filmmakers assert that "Jefferson's own feelings about July 4, 1776 are unknown." (Program 1, 44:08) Ask students to imagine what Jefferson might have felt about that day. In small groups, have students write a dialogue between Jefferson, Adams and Ben Franklin that might have taken place on July 5, 1776. Students should compare their writings and discuss the similarities and differences found in each dialogue.

2. Ask students to imagine they have been given the chance to interview Jefferson about his position on slavery. They will be allowed to ask only three questions. Working in small groups, ask students to write three questions and place them in the order in which they would like them answered. Have each group give their questions to another group to answer. How would Jefferson have defended his position on slavery? Are there any questions Jefferson would have refused to answer?

3. Tell students they have been commissioned to paint a portrait of Jefferson upon his arrival at the first Continental Congress. In what type of setting would students pose Jefferson? What type of attire would he be asked to wear? What mood and personality characteristics would students want to portray. How would they portray them?

PBS VIDEO

Lesson Three *The Head and the Heart*

Program 1: 1:09:50 - 1:24:49

Segment Background

In 1784 Thomas Jefferson and his eldest surviving daughter set sail for Europe to represent the new United States in France. France was on the eve of revolution, but was enjoying a period where extravagant lifestyles prevailed. Paris was immersed in its salon culture, and boasted a variety of material goods not available in America. Though Jefferson was appalled by the condition of the poor and shocked by the high prices, he soon became part of the world of the salon, and even fell in love for the second time with a married woman named Maria Cosway. When France embarked upon its bloody revolution, Jefferson defended the spirit of rebellion in the name of liberty.

Goals

- **Students will consider Jefferson's travels to France and his relationship to the aristocracy and his empathy to the revolutionary spirit.**

- **Students will understand the historical context of the French revolution.**

Discussion Questions

1. Consider Jefferson's experience in France. What was his relationship to the aristocracy? How did he feel about the revolutionary spirit of the times? What was his reaction to the living conditions of the poor? Were his views and behavior consistent? Do you think Jefferson lived one way and thought another?

2. Jefferson said of the French Revolution: "God forbid we should ever be 20 years without such a rebellion...What country can preserve its liberties if rulers are not warned from time to time that their people preserve the spirit of resistance?" Do you agree with Jefferson? In what ways has the history of the United States proven Jefferson's statement wrong? How do our democratic systems help ensure that our liberties are preserved? What economic or social conditions might threaten those systems?

3. Jefferson felt that the bloodshed from the French Revolution was justified if liberty would prevail. Do you agree? Do you think a revolution in France could have taken place without bloodshed? Do you think a revolution could have taken place in America in the 1700s without bloodshed? Why or why not? What other course might have been taken for the colonies to free themselves from British rule?

Activities

1. The slogan for the French Revolution was "Liberty, Equality, Fraternity." Ask students to think about what these word would have meant to Thomas Jefferson. Have students write a letter from Jefferson while he was in France describing the causes of the French Revolution. What similarities might Jefferson have drawn with the American Revolution? Students might need to research the causes of the French Revolution in order to include this information in their letters.

2. Tell students they have been commissioned to paint a portrait of Jefferson during the time he was living in France. In what type of setting would students pose Jefferson? Would he be posed with the aristocracy or among the rebels? What type of attire would he be asked to wear? What mood and personality characteristics would students want to portray. How would they portray them?

Maria Cosway, by Luigi Schiavonetti (1765-1810). Engraving not dated.
New York Public Library

PBS VIDEO

Lesson Four *Age of Experiments*

Program 2: 00:05 - 46:30

Segment Background

After a five year absence from his country, Jefferson returned from France to a country which now had a ratified constitution and a newly established government. Upon his return, Jefferson was appointed the first Secretary of State. The cabinet would soon find itself divided between Jefferson's Democratic Republicans and Hamilton's Federalists. Jefferson would ultimately resign from his position, but would return to politics three years later to run against his former ally John Adams for the presidency. Jefferson lost this bid and was named Vice-President. He did not give up his ambition to seek the highest office, and in 1800, after one of "the dirtiest elections in American history," Jefferson became the country's third President. Under his leadership, the United States would witness the Louisiana Purchase, as well as a highly unsuccessful embargo on the export of U.S. goods. After refusing to run for a third term, Jefferson left politics for good and returned to Monticello.

Goals

- **Students will contrast Jefferson's Democratic-Republican beliefs with the beliefs of the Federalists.**

- **Students will examine the events, achievements and criticisms that characterized Jefferson's Presidency.**

Discussion Questions

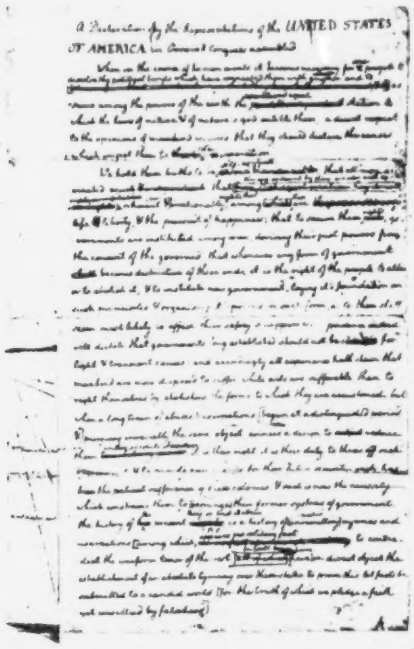
1. Why was Jefferson's bid for election called "one of the dirtiest elections in American history." What tactics did Jefferson use that were underhanded? How did these actions contrast with his character? Do you think Jefferson was justified in using these tactics in order to become president so that he could make changes that he felt would help the country as a whole?

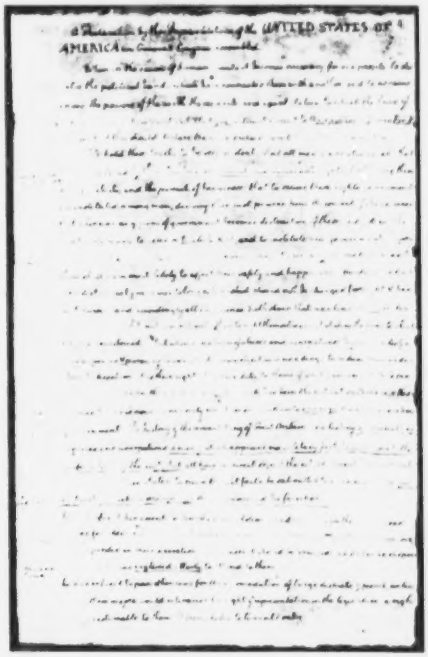
2 Why was the Louisiana Purchase so important for the expansion and protection of America? In order to acquire Louisiana, Jefferson violated his own principles by making the purchase without the authorization of Congress. Do you think, as some critics do, that Jefferson's decision made him a "tyrant," or do you think it was "the greatest land deal in history?" How would you respond today if a president made a similar decision without the authorization of Congress?

3. In 1802 a newspaperman charged that one of Jefferson's slaves was also his mistress and that the President was the father of her children. For many years historians have debated whether or not this accusation is true. Joseph Ellis says that "It's like a tin can

that's been tied to Jefferson's tail and has rattled through ... the pages of history." Why would this charge be so inflammatory for Jefferson? Considering Jefferson's position on slavery, what does this charge say about Jefferson's character? Do you think that it is important for us to know the truth? How does this allegation change or affect our perception of Jefferson? Does it affect our perceptions of Jefferson's achievements as well as his character?

4. Jefferson did not have to contend with media scrutiny in the same way presidents do today. In what ways do the media today hold politicians accountable? Do you think this accountability has a positive or negative affect on the democratic process? Should politicians have a responsibility to disclose their private lives and should there be repercussions if their personal lives do not meet with public approval?





Left: Page one of Jefferson's original rough draft of the Declaration of Independence.
LIBRARY OF CONGRESS

Right: Declaration of Independence with comments and changes.
AMERICAN PHILOSOPHICAL SOCIETY

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Activities

1. Compare the views of the Federalists to the Democratic-Republicans. Working in small groups, students should create a slogan, pamphlet, or political speech which conveys the views of either the Federalists or the Democratic-Republicans. In presenting their work to the class, students should explain why historian Clay Jenkinson calls the struggle between the two parties a "counterrevolution." As a class, discuss how Jefferson's time in France affected his political beliefs. In what ways are the arguments put forth by the two parties present in our political discourse today?

2. Paul Finkelman explains that one of the defenses or Jefferson is that "he was just a Virginia planter and we can't expect anything else from him. He's just like his neighbors." (Program 2/1:07:31) Ask students to write a newspaper editorial responding to this defense. Do students agree that Jefferson was "just a Virginia planter," or do they believe Jefferson should be held to a higher standard? What about politicians today? Should they be held to a higher standard? Why or why not?

3. Tell students they have been commissioned to paint a portrait of Jefferson as the third President of the United States. In what setting would you choose to pose Jefferson? Would students pose him on the occasion of his inauguration or when he was in office? Does the portrait show him standing alone, addressing Congress, or engaged in a task associated with his work, such as signing a document? Would students show Jefferson in an office? What details such as clothing, works of art, books, or other objects might be included to convey Jefferson's strong democratic ideals?

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Lesson Five *The Pursuit of Happiness*

Program 2 (46:33 - 1:27:01)

Segment Background

Jefferson's last seventeen years would take place in Monticello, surrounded by his one remaining daughter and his grandchildren. Though retired from political life, Jefferson would remain fully occupied, consumed with his books, writing, and gardening, in addition to his many other pursuits. During this period he would realize one of his "three greatest accomplishments"— the founding of the University of Virginia, the first non-secular public academic institution in America. His friendship with John Adams would also be resumed through correspondence in which each man would reflect upon the importance of their long standing association. In spite of his insolvency in his later years, Jefferson continued to maintain his comfortable lifestyle and remained, to the end, a slave-holder. His death on the 50th anniversary of the Declaration of Independence came only a few hours before the death of John Adams, whose final words were, "Thomas Jefferson still lives."

Goals

- **To reexamine Jefferson's position on slavery**
- **To consider the legacy of Jefferson's achievements and beliefs.**

Discussion Questions

1. Jefferson wrote to Adams, "I believe in the dreams of the future, more than the history of the past." What do you think Jefferson meant by these words? What kind of message do you think Jefferson was trying to impart to the next generation? What do his words reveal about how Jefferson saw his own role in history?

2. What was the significance of the founding of the University of Virginia? Why do you think it was important to Jefferson that this was the first college in history that was not a divinity school? How does his founding of the University relate to his other accomplishments, particularly the writing of the Declaration of Independence and the Virginia Statue? What does Clay Jenkinson mean when he says the University "was meant to be a kind of temple of continuing revolution and enlightenment rationality?" (Program 2/ 1:02:13)

3. The historian John Hope Franklin said, "The legacy of Thomas Jefferson is both a gift and a curse... He's a blessing in one way, for he gives us many important things that we can hold up as ideals, but he cursed us with a practice of inequality and of slavery..." Do you think it is important for historians to continue to examine Jefferson's position

on slavery? Why or why not? As a politician Jefferson once voted to bar slavery from entering the new western states. However when he was faced with insolvency, he elected to maintain his lifestyle and remain a slave holder. Do you think Jefferson saw his political life and personal life as two separate arenas? Toward the end of his life, Jefferson felt that only time would end slavery and that he would leave it to the next generation to resolve the issue. Do you agree with his decision? How might history have changed if Jefferson had made a different choice?

4. Author Gore Vidal provides one of the closing remarks to the documentary by describing Jefferson as someone... "with all his faults and contradictions, that you can hold him very close to your mind, and if there is such a thing. . .as an American Spirit, then he is it." What do you think are Jefferson's most important legacies? What are some of the images of Jefferson that stand out for you from this documentary? Does Jefferson embody some part of the "American Spirit" for you? If so, how? If not, why not?

Activities

1. John Adams final words before his death were "Thomas Jefferson lives." What do you think he meant by these words, especially when you consider that both men were dying. Write a short paragraph, a poem or even a single phrase that sums up what you think is important to remember about Thomas Jefferson.

2. Jefferson left behind an extensive written legacy. Have students read collections of Jefferson's writing and choose a quote or phrase they think today's President should use in an address to the country on the next Fourth of July. Ask students to explain the reasons for their choice.

3. Have students visit the Monticello web site at http://monticello.org. What facts can they retrieve about Monticello that they did not know before? What do they find most interesting about Jefferson's home? In what ways does Monticello represent Jefferson's legacy as an architect, a politician, a writer, and a politician?

4. Tell students they have been commissioned to paint a portrait of Jefferson during his retirement at Monticello. For their portrait, students must decide whether to portray Jefferson working in his garden, writing, dining with friends and family in one of the rooms in Monticello, or walking the grounds of the University of Virginia. Which setting do students think best represents Jefferson at this stage in his life? Would Jefferson be shown in a sedentary pose, or engaged in an activity? What kind of expression would students try to capture that might best expresses Jefferson in his later life?

Salem.

TUESDAY, February 06, 1801.

Long Live the Republic!

Mr. JEFFERSON
Chosen President!

Sales by Auction.

THIS DAY,

SUKEY,

THIS DAY,

At John Dutch's Office,

GOODS,

BROADCLOTHS,

NEXT TUESDAY,

At Wm. Lang, Jun'r's Office,

A Large assortment of GOODS

An excellent Farm

ONE of the best Farms on the

FOR SALE,

A Two Story Dwelling-House,

FOR SALE, BY

Stephen Cook,

Salem Impartial Register, February 6, 1801

American Antiquarian Society

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"View of the University of Virginia"
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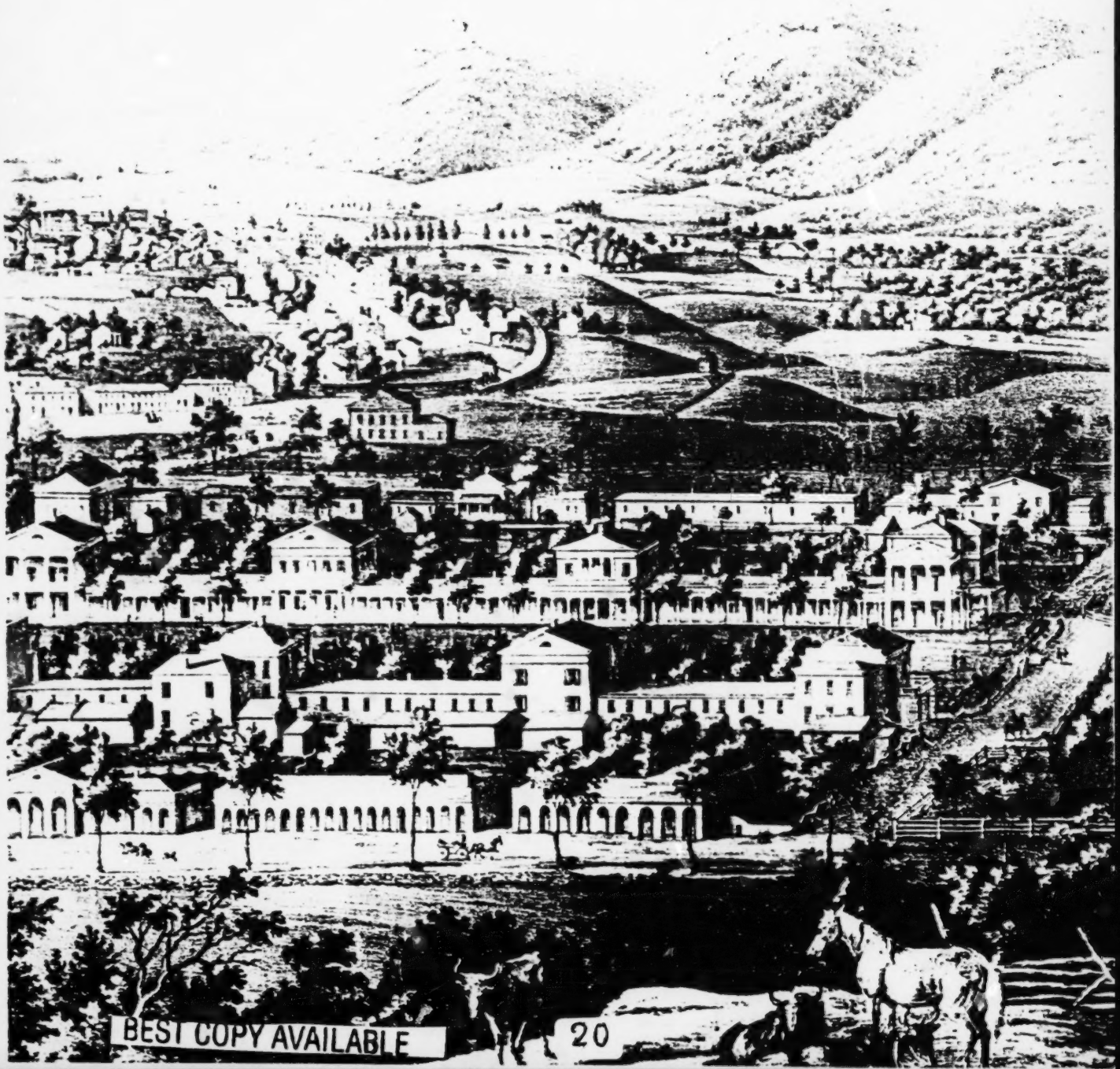

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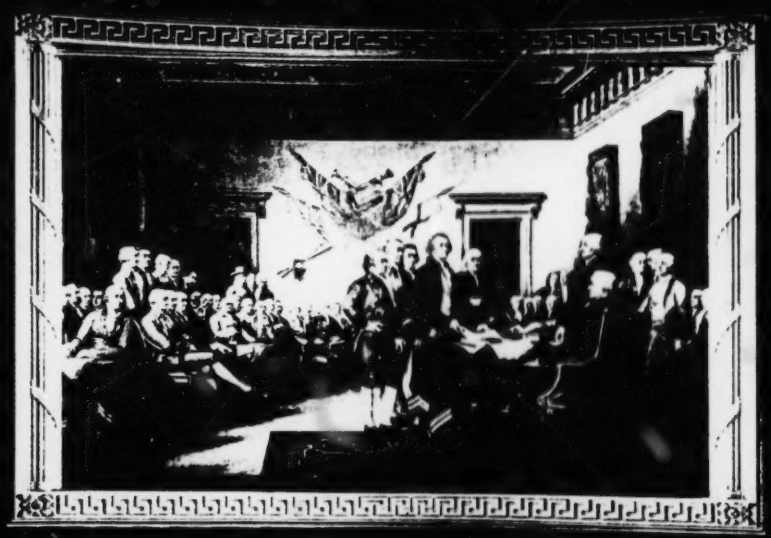

The Declaration of Independence of the United States of America, July 4, 1776" by John Trumbull

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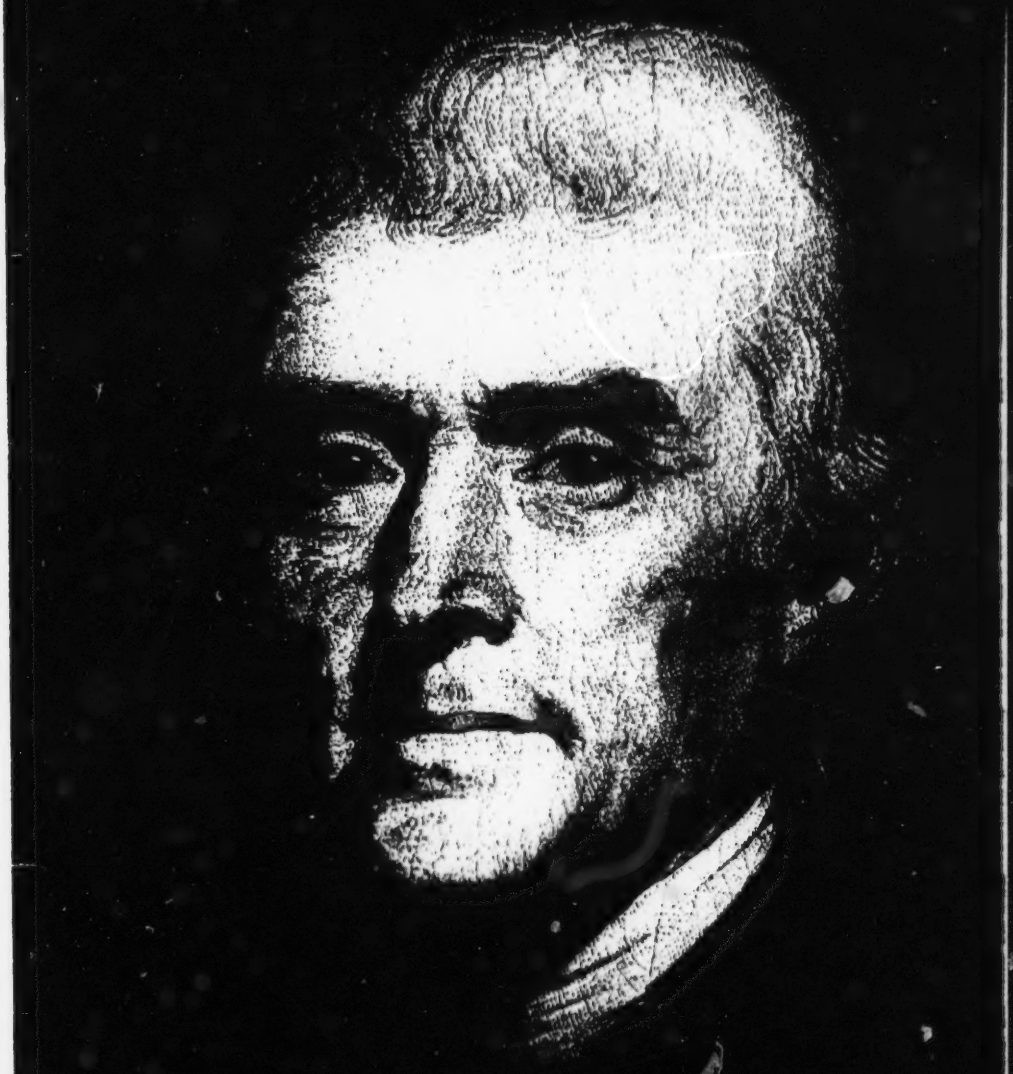

VIDEO SEGMENT INDEX

Thomas Jefferson

A FILM BY KEN BURNS

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AN INDEX TO

Thomas Jefferson

A FILM BY KEN BURNS

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Thomas Jefferson

TSJN-DX0 2, 90-minute videos

Volumes and Titles

Volume 1	Thomas Jefferson, Part 1	TSJN-DX1
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About the PBS VIDEO*index*®

The following PBS VIDEO*index*® contains references to key events, themes and people featured in THOMAS JEFFERSON. The index accompanies a set of tapes prepared for educators which have been enhanced with a time clock reference that is visible on your screen. The time clock appears as a series of number (e.g. 45:32) and refers to the minute and second at which a reference will appear. For instance, the reference given above will appear 45 minutes and 32 seconds into a particular episode. To find the reference, you need only to fast forward the correct episode until the number 45:32 appears on the screen.

The printed PBS VIDEO*index*® that is contained in this educational package will include an additional number, followed by a backslash (/). This first number referred to the episode, or volume in which the reference can be found. For example, in the index you will find a reference to Daniel Jordan. That number will appear in the printed PBS VIDEO*index*® as 2/01:17:49. To locate the reference on the tape place volume two in the VCR and fast forward or fast scan until you see the numbers 01:17:49 appear on your screen.

The PBS VIDEO*index*® can also be a powerful resource to create your own thematic lessons. Explore the Subject Index to find the entries for issues, events, people, or places about which you would like to teach. Identify the program segments which refer to those topics, locate them on the videotapes, and use them to create a lesson that fits tightly into your curriculum objectives.

INDEX FORMAT

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Long Live the Republic!
Mr. JEFFERSON
Chosen President!
Sales by Auction
GOODS,
BROADCLOTHS blue mixt,
NEXT TUESDAY.
An excellent Farm
Stephen Cook,

Salem Impartial Register, February 6, 1801
AMERICAN ANTIQUARIAN SOCIETY

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"The Declaration of Independence of the United States of America, July 4, 1776", by John Trumbull

Architect of the Capitol

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Maria Cosway, by Luigi Schiavonetti (1765-1810). Engraving not dated.

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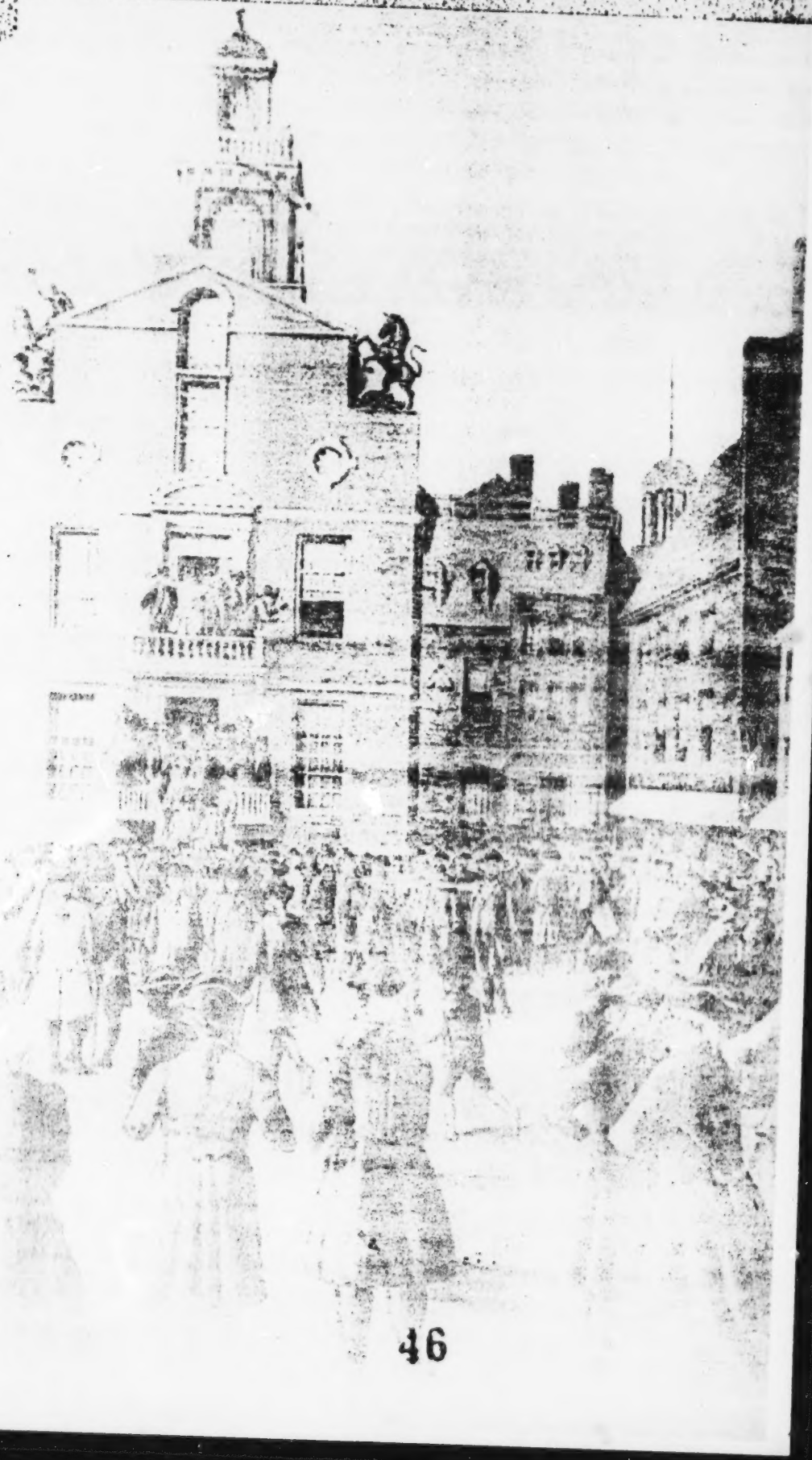

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